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ABSTRACT

This final report describes the activities and accomplishments of the Oklahoma Deaf-Blind Technical Assistance Project, an effort to systematically provide training, resource provision and technical assistance (TA) to approximately 120-155 children and youth with deaf-blindness, their families, educators and service providers. The overall impact and benefit of the project was a stronger/cost effective service delivery system of training and TA for families and service providers of these students. Additional benefits were improvements or increases in: (1) qualified personnel, (2) opportunities for education within natural/least restrictive environments, (3) numbers of students with effective communication systems, (4) family involvement, (5) identification/tracking system, (6) better collaboration among agencies, and (7) dissemination of information regarding exemplary practices. Individual sections of the report cover the project context, project goals and accomplishment summaries, problems encountered and their solutions, and implications for policy, practice, and research. Appendices list the 36 statewide training workshops and inservice trainings and provide a data table of project data across goals. (DB)

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ED 449 631

FINAL REPORT

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PROJECT TITLE:

OKLAHOMA DEAF-BLIND TECHNICAL ASSISTANCE PROJECT

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EC 308237

FINAL REPORT

10-1-95 TO 9-30-00

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This information is compiled by Jan Watts, Project Coordinator. The report is reviewed and edited by Project Staff.

Project Staff:

Margarent Bergant	Project Director	5% In-Kind
Jan Watts	Project Coordinator	1995-1997/.50 FTE - 1997-99 /.75 FTE
Kathryn Haring	Co-Principal Investigator	.25 FTE
David Lovett	Co-Principal Investigator	.25 FTE
Lisa Lawter	TA Specialist	1995-1997/.50 –1997-00/limited Contract TA

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PROJECT SUMMARY

The Oklahoma State Department of Education (OKSDE) in cooperation with the University of Oklahoma (OU) proposed to provide technical assistance (TA), training and information to approximately 120-155 children and youth with deaf-blindness, their families, and to educators and providers serving them throughout Oklahoma. Because of their unique and substantial needs, providing effective services to students with deaf-blindness is a complex and difficult endeavor. The federal government and the OKSDE have determined that it is necessary to provided TA to families and personnel to ensure that the needs of children and youth with deaf-blindness are met.

The project staff will addressed these needs through the systematic provision of training, resource provision, and technical assistance (TA) to both families and personnel. This was be achieved through project activities directed toward six major goals: 1). To provide training opportunities to family members, professionals, paraprofessionals, and related service providers serving children and youth with deaf-blindness (307.11 (a), 2, (ii). 2). To provide technical assistance to increase the number of programs providing improved service delivery to children and youth with deaf-blindness in the least restrictive environment (307.11 (a), 2, (v). 3). To facilitate family and consumer involvement in the education of their children and youth with deaf-blindness (307.11 (a), 2, (iv). 4). To identify, place, and track children and youth on the Deaf-Blind Census (307.11 (a), 2, (i). 5). To improve coordination among agencies and organizations serving children and youth with deaf-blindness to promote more seamless transitions from early intervention to school-based programs, between age appropriate school programs, and into the

community based adult services (307.11 (a), 2, (ii). 6). To improve dissemination of information regarding exemplary practices in the education of children and youth with deaf-blindness (307.11 (a), 2, (ii).

The overall impact and benefit of this project was a stronger/cost effective service delivery system of training and TA for families and service providers who served students with deaf-blindness. Additional benefits were improvements/increase in: 1) qualified personnel, 2) opportunities for education within natural/least restrictive environments, 3) numbers of students with effective communication systems, 4) family involvement, 5) identifications/tracking system, 6) better collaboration between agencies, and 7) dissemination of information regarding exemplary practices.

CONTEXT

The Oklahoma Deaf-Blind Technical Assistance was based on the principles that: 1) families, professionals, paraprofessionals and related services providers need and want opportunities to receive training regarding serving children and youth with deaf-blindness (a low incidence disability) 2) to provide technical assistance to increase the number of programs providing improved service delivery to children and youth with deaf-blindness in their least restrictive environment 3) to provide technical assistance, support, and resources to families to help facilitate family and student involvement in the educational process 4) to answer the need for identifying, placing, and tracking children and youth with deaf-blindness on the Deaf-Blind Census 5) to improve the coordination and collaboration of agencies serving children with deaf-blindness 6) to disseminate information to parents, students, early intervention units, school districts, and agencies regarding exemplary practices in the education of children and youth with deaf-blindness. The demographics, environment and systems that support persons with deaf-blindness were positively enhanced through the implementation of this grant.

These principles were apparent in the project's goals and accomplishments stated in the remainder of this report. The overall impact and benefit of these accomplishments were: (a) building local / state capacity to facilitate the achievement of improved outcomes for students with deaf-blindness (b) a stronger / cost effective service delivery system of training and technical assistance for families and service providers (c) increased numbers of qualified personnel (d) more opportunities for students to receive education within their natural/LRE (e) family

involvement (f) identification / tracking system (g) better collaboration and partnering between agencies and (h) the dissemination of information regarding exemplary practices in the field of deaf-blindness.

PROJECT GOALS
AND
ACCOMPLISHMENT SUMMARIES

Goal 1: ***To provide training opportunities to family members, professionals, paraprofessionals, and related service providers serving children and youth with deafblindness.***

Trainings were in collaboration with other Stakeholders in the state who have the responsibility of providing services to children and youth with deafblindness.
The project mailed Parent, School and Agency Update Forms and Needs Assessment Forms to parents, teachers, and early intervention service providers. Goal 1 training topics were taken from the information collected from the forms mentioned above. These training's were open to providers, parents, teachers, agency personnel, paraprofessionals, and related services personnel.

Invitations and information regarding the availability of these training opportunities were disseminated to all school & agency sites listed on the Deaf-Blind Census and to all 547 school districts in Oklahoma. Priority was given to those serving a child with deaf-blindness.

Early Intervention Training

Oklahoma Deaf-Blind Technical Assistance Project and SoonerStart Early Intervention collaborated to provide program planning, sharing financial and personnel costs, personnel release time to attend training, dissemination and implementation of statewide training. In order to address the concern about labeling infants and toddlers as deaf-blind, the project provided workshops targeted to early intervention providers and families. Nationally noted presenters, for example Kathleen Stremel, Deborah Chen, Donna Wickham, and Tani Anthony were used to provide training on early communication, family involvement, Cortical Visual Impairment, and inclusive pre-schools.

- ✓ **The project offered 46 days of training with 13 days targeted to early intervention.**
- ✓ **Please refer to the Appendices for a complete list of workshops and trainings provided.**

School Age / Transition Training:

The OKDBTAP, SDE, and the UAP collaborated (funds and personnel) to provide Teacher Registry Training. Teachers currently serving children and youth with DB are required by the SDE to receive 32 clock hours of Registry Training provided by the above mentioned collaborative team. Teachers who may serve students with deaf-blindness in the future are also invited to take the Registry Training. Currently, there is still a waiting list for this training. The trainings were 4 days each - one in Oklahoma City and one in Tulsa. Each training contained at least 50 teachers and related services personnel for a total of over 100 people per grant year. We have now completed five years of this training (500 participants). The project staff of OKDBTAP along with nationally known speakers such as: June Downing, Joan Houghton, John Mascia, and Kent Logan have taught the classes. The participates were required to complete an additional outside assignment before receiving their Teacher Registry credit on their Oklahoma Teaching Certificates. The project continues with these successful trainings.

- * **The project collaborated to offer 46 days of training with 33 of those days targeting school to transition aged students.**
- * **Please refer to the Appendices for a complete list of workshops and trainings provided.**

Outcomes:

Families, teachers, administrators, paraprofessionals, and other agency personnel have been trained to implement best practices on topics including: communication systems, appropriate adaptive skills, family and person centered planning, functional vision and hearing assessment, transition aged school job sampling, transition from school to post

school community years, assitive technology, and Usher Syndrome screening. An additional benefit to these statewide trainings have been an increased number of students identified and placed on the Oklahoma Deaf-Blind Census.

Summary of training data:

- ⇨ ***Total number of "days" of Statewide Training = 46***
- ⇨ ***Total number "trained" at the Statewide workshops = 1414***
- ⇨ ***Total number trained at the additional workshops = 211*** **(see Appendices)**

❖ ***See full list of training topics, presenters, dates, and locations in addendices pages i - vii.***

Goal 2: ***To provide technical assistance to increase the number of programs providing improved service delivery to children and youth with deaf-blindness in the LRE.***

The OKDBTAP mailed Parent, School and Agency Update Forms, and Needs Assessment Forms to all parents, teachers, and service providers who served a child with deaf-blindness on the Oklahoma Deaf-Blind Census. Project staff mailed an awareness letter, referral form, and brochure to the 547 independent school districts to provide information regarding the project. Technical assistance was determined in direct response to the information gathered from those raising and serving students with deaf-blindness. Technical assistance activities included the following: on-site TA team meetings; on-site TA / student profile; telephone TA; on-site TA with written recommendations accompanied by written resource materials and videos to model recommendations; TA packets requested by needs assessment forms; TA packets to all parents with a child on the Census / early intervention, school-age, transition; training workshops (see Goal 1); OKDBTAP created and mailed four newsletters, and TA to agency meetings, conferences, and teams serving students with deaf-blindness (see expanded list in Appendices page vii).

Student Files: **Each child on the Oklahoma Deaf-Blind TA Project's Census has an individual file with a contact sheet. Every contact to parents, students, and teams were recorded to document accountability of technical assistance, training activities, and dissemination.**

Table 1 - TA Summary:

Contact / TA / Activities	95-96	96-97	97-98	No-Cost 98-99	No-Cost 99-00	Total
Parent/School/Agency Updates	85	74	92	96	61	408
Parent/School/Agency Needs Assessments	85	74	92	96	61	408
Needs Assessments Returned to Project	36	42	48	56	60	242
Project Newsletter(4 written into grant)	1@450	2@510	1@565	0	0	2035
Training Workshops *(# of days)*	6	12	11	17	0	46
Numbers of persons at Trainings	269	439	368	338	0	1414
Dissemination of Information (written & videos)	119	28	101	35	49	332
Technical Assistance -written recommendations, on-site visits, & phone TA to parents, agencies, & educational team members	32	66	79	51	74	302
Student Profiles						44

(see larger font Table 1 in Appendices page8)

- Project Census has increased from 119 to 157 during this Grant Award Period (10-1-95 to 9-30-99).

TA Activities - Early Intervention:

- **Provided TA to early intervention age children, their parents, and service providers in their natural environment.**
- **Met with the statewide SoonerStart Regional Coordinators to disseminate information and resource materials regarding DB.**
- **Shared OKDBTAP's Loan Library materials to families and providers.**
- **Project staff assisted service providers by providing TA through a variety of technical assistance strategies such as: (1) on-site training for educational team including modeling of effective practices, (2) written recommendations, (3) telephone technical assistance, (4) resource provision (videos, books, articles, calendar boxes, and other loan library materials), and (5) priority selection to attend statewide training provided by OKDBTAP.**

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- **Teamed with EI personnel to provide specific TA to individual students with DB**
- **Provided statewide training to families and providers regarding best practices for DB.**
- **Project staff assisted in team meetings developing and writing IFSP's.**
- **Project staff assisted in the transition from EI to local school districts, Head Start, and other community educational opportunities.**

TA Activities - School-Age to Transition Age:

- **Provided information to LEA's on TA procedures.**
- **Aided teams in determining specific student strengths, needs, likes, dislikes, and outcomes for students with deaf-blindness.**
- **Project staff called families to determine family and student goals in 100% of TA for their child.**
- **Provided families with information regarding local, state, and federal programs and resources.**
- **Project staff invited families to attend all on-site TA for their child.**
- **Project staff assisted teachers/related service providers by providing TA through a variety of technical assistance strategies such as: (1) on-site training for educational team including modeling of effective practices, (2) written recommendations, (3) telephone technical assistance, (4) resource provision (videos, books, articles, calendar boxes, and other loan library materials), and (5) priority selection to attend statewide training provided by OKDBTAP.**
- **Project Staff wrote IEP recommendations to family and LEAs to help drive appropriate services.**
- **Project Staff attended IEP meetings.**

- **Project staff worked with educational teams to develop Individual Transition Plans.**
- **Project staff collaborated with Vocational Rehabilitation, students, families, and LEAs to develop transition plans.**
- **Consulted with families regarding services through Oklahoma's Home and Community Based Waivered Services and its application process and services available.**
- **Recommended strategies for maximizing social and communication integration within transition activities such as: recreation & leisure activities, job sampling, post secondary community educational opportunities, and community living opportunities.**
- **Project staff provided transition information and training through Teacher Registry Training and additional workshops featuring nationally recognized experts.**
- **Project staff followed up to evaluate implementation to LEAs.**

Goal 3: ***To facilitate family and consumer involvement in the education of their children and youth with deaf-blindness.***

The project staff conducted several activities to initiate and implement technical assistance and information sharing with families. Project staff met with families in person and on the telephone to identify family and student goals therefore determining appropriate TA activities for them and their children (see numbers on Goal 1 - Table 1). Some of the activities what were directed toward empowering parents in their child's educational and vocational decision making are listed below.

- **Families were invited to attend statewide trainings to gain the needed information concerning best practices, resources, and services that are available to them.**
- **Parent's participated as members of Parent Panels during statewide workshops.**
- **Oklahoma Deaf-Blind Project published 4 newsletters during this award period (see mail out numbers summarized on Goal 2).**
- **Oklahoma Deaf-Blind Project held annual Advisory Board Meetings, parents participated on this board to address issues concerning parents.**
- **Update / Needs Assessment information was collected from the parents of children on the Oklahoma Deaf-Blind Census (see data on Goal 2 Summary).**
- **Project staff provided on-site, written recommendations, & telephone TA to 302 children, their parents, and teams, during this award period (see Goal 2 for brake down of data). This data also includes IEP's, IFSP's, IHP's, and other meetings that project staff attended on behalf on the students.**
- **Parents were loaned materials (written & video) from the Oklahoma Deaf-Blind Project's Loan Library System (see data Goal 2 Summary).**

- **Families were invited to all on-site TA visits by our project staff - 82% participation rate on-site and 100% phone contact.**
- **Parents have been provided Resource Packets (including SSI & Waiver Services information - see Goal 2 for dissemination summary).**
- **Parent Packets of information were mailed to all the parents who's child is listed on the Oklahoma Deaf-Blind Census. The packets of information were individualized to their students needs and requests through their Needs Assessment Forms. Those parents who did not return their Needs Assessment Forms were mailed a packet matching their child's ages: *early intervention, school-aged or transition to adulthood* (see data on Goal 2).**
- **Parent's were helped to access other agencies resources i.e. Home & Community Based Waivered Services, SSI, Oklahoma Assistive Technology Center, Medicaid, and Helen Keller / Visual Services / Vocational Rehabilitation services.**

Goal 4: ***To identify, place and track children and youth on the Deaf-Blind Census.***

OKDBTAP's Census Collection Forms were revised to meet the new census collection information provided by NTAC. Procedures to identify children and youth with deaf-blindness were revised meet the criteria listed on the Census Collection Forms. A process of notifying LEAs and and service providers of the changes were implemented. No-Cost Extention funds were used to collect the expanded data required. The project staff have been sucessful through many project activities to receive new referrals to the project each year. The OKDBTAP Census grew each year of the award period. The Census information was provided to the Oklahoma State Department of Educationa, NTAC, and the U.S. Department of Education.

* **Oklahoma Deaf-Blind TA Project maintained an annual Census during the reporting period. Four Census Reports were prepared and shared to the Oklahoma State Department of Education, OSEP Charles Freeman, and Traces then NTAC.**
* **Oklahoma Deaf-Blind Project Census grew each year in identified children and youth with deaf-blindness for the reporting period.**
* **Two or more student referrals were made to the project following *each* Statewide Training -100% rate. The student referrals were processed and placed on the D/B Census or given appropriate resource leads for that teacher, family, and child.**
* **Oklahoma Deaf-Blind TA Project mailed a cover letter, brochure, and referral form to all 547 school districts in Oklahoma. To help school districts to identify students with vision and hearing impairments.**

* **The accuracy of the Census improved greatly over each reporting period (see Table 4.1).**
* **The Oklahoma Deaf-Blind Project received *new referrals* in response to statewide trainings, awareness letters, poster sessions, in-services trainings, census packets, OK School for the Deaf & SoonerStart Early Intervention Programs.**

Table 4.1 CENSUS NUMBERS:

• October 1, 1995 - March 14, 1996	119
• March 15, 1996 - March 14, 1997	134
• March 15, 1997 - March 14, 1998	157
• March 15, 1998 - September 30, 1999	158

Goal 5: ***To improve coordination among agencies and organizations serving children and youth with deaf-blindness to promote more seamless transitions from early intervention to school-based programs, between age appropriate school programs, and into the community based adult services.***

To achieve desired outcomes it is critical to coordinate with state and local agencies. The sharing of resources, funds, personnel, and expertise enhanced the potential for all of us to help meet the identified needs of children and youth with deaf-blindness and their families. Listed below are some of the agencies and activities which OKDBTAP collaborated with to help bring awareness to the unique needs of children with deaf-blindness.

- ***State Department of Education,*** **Oklahoma Deaf-Blind Project's Project Director, Margaret Bergant, staff meetings, training and budget collaboration.**
- ***University Affiliated Programs of Oklahoma,*** **collaborated with this agency to plan and implement statewide training opportunities to meet the needs of those serving students with deaf-blindness.**
- ***OK Deaf-Blind Project's Advisory Board,*** **members of this board have been carefully selected to include parents and stakeholders in the coordination of programs and services which impact children and youth with deaf-blindness.**
- ***SoonerStart Early Intervention,*** **Oklahoma Deaf-Blind Advisory Board, collaboration for statewide training, in-service training, technical assistance - family home visits, and their personnel attended our trainings.**
- ***Visual Service / Vocational Rehabilitation / Helen Keller Associates,*** **Oklahoma Deaf-Blind Advisory Board, D-B Project Staff presented at their workshop, and collaboration of technical assistance.**

- ***School for the Blind,*** **student identification, census, attendance of their personnel at Deaf-Blind Project's Statewide Trainings and referrals from our project to their outreach vision specialist, their outreach personnel attended our trainings.**
- ***School for the Deaf,*** **student identification, new referrals, our project provided technical assistance to their students, parents, and teachers, their staff attended our project's trainings.**
- ***Regional Service Center / Lawton,*** **O&M Specialist - Lois Umphries, we connected students, families, and teachers to her for services and consultation.**
- ***Oklahoma Public School Districts,*** **Deaf-Blind Project provided training, school/student technical assistance, loan library materials, in-service trainings, newsletters, school updates, needs assessments, and collaboration for census.**
- ***National Technical Assistance Consortium,*** **collaborated for statewide trainings, technical assistance, and census.**
- ***Deaf-Blind Project Coordinators,*** **Deaf-Blind Project collaborated with other state projects to share information and resources.**

Goal 6: ***To improve dissemination of information regarding exemplary practices in the education of children and youth with deaf-blindness.***

A major effort of the project was the dissemination of information regarding best practices for individuals with deaf-blindness. The project continued activities and implemented new dissemination activities statewide (see Goal 2 - Table 1 Summary).

The dissemination tracking system developed by the project - logs in all requests and documents the responses of the project staff. Each individual on the Oklahoma Deaf-Blind Census has a file with a contact sheet inside. The project staff logs in a detailed entry for each contact made or received. The logs record mailings, direct TA, telephone TA, and census reporting. This is a time consuming activity, but it allows staff to review all contacts, and assures that we are fully updated prior to the next initiation of contact.

- **Annual School Updates, Awareness Letter, & Brochure to school districts on the D/B Census - average 100 x 4 years = 400.**
- **Annual Parent Updates, Needs Assessments, brochures, packet of resources for their child's needs.**
- **Project Newsletter mailed 4 times during reporting period = 2035 recipients.**
- **Dissemination of information/resources (written & videos) = 332.**
- **Dissemination of information through technical assistance = 302.**
- **Dissemination of information through Statewide Training days = 46.**
- **Dissemination of information to training participants/ total participants = 1414.**
- **Dissemination of information during in-service workshops = 211.**
- **Dissemination of information during Poster Sessions in state = 1400 (est.)**

DESCRIPTION OF PROBLEMS ENCOUNTERED AND HOW THEY WERE SOLVED.

Our Technical Assistance Specialist, Lisa Lawter, completed the Ph.D. Program at OU and left the University and her .5 FTE position with the Oklahoma Deaf-Blind TA Project. Dr. Lawter did not leave the community. She became a professor at a neighboring community's teaching college. Our project staff did not want to lose her expertise and therefore we approached her about contracting for technical assistance activities. It has worked very well for our project.

As a team we identified that we needed an instrument that would better capture the activities that our grant was providing. An instrument was created by the Project Coordinator to be used in the 1999 to 2003 Grant Award. Since we were awarded a No-Cost Extension, and this Final Report is being written at the conclusion of the first full year of our new grant award, we have the luxury to see how this new tool has worked. It is working very well. The data collection, accountability component along with the longitudinal documentation is far superior to our old system (the one we used during this award period). We are always looking to improve the services we provide through the Oklahoma Deaf-Blind Technical Assistance Project.

IMPLICATIONS FOR POLICY, PRACTICE, AND RESEARCH

Policy

The greatest impact of the OKDBTAP on policy has been the facilitation of collaborative efforts among agencies and organizations associated with services for children and youth with deaf-blindness and their families. This has resulted in more efficient use of resources and better coordination of services in Oklahoma. The OKDBTAP Project Director, Margaret Bergant, is an Associate Director at the Oklahoma State Department of Education. In this capacity she has influenced the revision of the Oklahoma Policies and Procedures documents to more completely address the needs of children and youth with low incidence disabilities, including deaf-blindness, and their families. In addition, all project staff have been involved in state policy development activities such as the Comprehensive System of Personnel Development, Early Intervention policies and procedures, teacher testing procedures, and alternative assessment procedures. Thus the impact of the project activities and project staff on Oklahoma educational policies has been substantial.

Practice

There was much information gathered and many products developed over the life of the OKDBTAP. The acquisition of more detailed information about the children and youth with deaf-blindness, their families, and the personnel who serve them in Oklahoma has laid a strong foundation for the provision of effective technical assistance. This information base has helped to increase the amount of technical

assistance provided, to use that technical assistance to more effectively target specific needs, and to increase the number of children and youth with deaf-blindness referred to the project. It has also been of great value in the development of products to help design, implement, and track technical assistance activities. All of these technical assistance efforts have helped to improve the educational practices in Oklahoma to more effectively meet the needs of children and youth with deaf-blindness and their families.

Research

The OKDBTAP activities have had some direct influence on research activities. For example, the products developed to facilitate technical assistance have been evaluated and revised to ensure the delivery of more effective technical assistance. These products have been disseminated at state and national conferences in efforts to assist other technical assistance providers to improve their services. The products will continue to be evaluated to determine if they facilitate technical assistance to meet the changing needs of children and youth with deaf-blindness and their families over time.

There also has been some indirect impact of project activities on research. Information and resources gathered by the project staff are shared with students in the University of Oklahoma's special education courses. This helps them become aware of the needs of individuals with low incidence disabilities and their families. They then receive information about available resources and effective educational practices to help support children and their families. Some of this information and

these resources have been used to facilitate student projects and research.

An example of interesting outcomes of the project activities on research was related to a doctoral dissertation. Since effective communication is a critical component of supporting children and youth with deaf-blindness and their families, this topic has become a major point of discussion in the University of Oklahoma's Special Education program. One result of this emphasis was the influence on a doctoral student to study aspects of communication with young children who had low incidence disabilities. Thus, the OKDBTAP has directly impacted special education research at the University of Oklahoma.

APPENDICES

STATEWIDE TRAININGS: OCTOBER 1, 1995 TO SEPTEMBER 30, 1999:

1. **DEAF-BLIND AND MULTIPLE DISABILITIES STATE REGISTRY TRAINING,**
   Kathleen Stremel, M.Ed.
   Oklahoma Deaf-Blind Project, University Affiliated Programs and the State Department of Education.
   ***November 20, 1995* - Oklahoma City**

2. **DEAF-BLIND AND MULTIPLE DISABILITIES STATE REGISTRY TRAINING,**
   Kathleen Stremel, M.Ed.
   Oklahoma Deaf-Blind Project (OU), University Affiliated Programs and the State Department of Education.
   ***December 5, 1995* - Tulsa**

3. **EFFECTIVE TEACHING STRATEGIES TO SUPPORT STUDENTS WITH DEAF-BLINDNESS.**
   Oklahoma Deaf-Blind Project (OU) and Traces National Technical Assistance Project.
   Anita Briggs M.Ed. and Stephanie McFarland Ph.D.
   ***February 8-9, 1996* - Oklahoma City**

4. **MAKING THE MOST OF EARLY COMMUNICATION,**
   Dr. Deborah Chen.
   Oklahoma Deaf-Blind Project (OU) and the State Department of Education
   ***March 3, 1996* - Oklahoma City**

5. **INITIATING AND MAINTAINING INCLUSION PRESCHOOL PROGRAMS,**
   Donna Wickham, Ph.D.
   Oklahoma Deaf-Blind Project (OU) and State Department of Education
   ***March 4, 1996* - Norman**

6. **MULTIPLE DISABILITIES / DEAF-BLIND REGISTRY TRAINING,**
   Kathleen Stremel, M.Ed.
   Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma, and the State Department of Education.
   ***April 22 & 23, 1996* - Oklahoma City**

7. **SUPPORTING INDIVIDUALS WITH DEAF-BLINDNESS INTO ADULTHOOD,**
   Tom Pierce, Ph.D.
   Oklahoma Deaf-Blind Project (OU) and State Department of Education
   ***May 3, 1996* - Oklahoma City**

8. **MULTIPLE DISABILITIES / DEAF-BLIND REGISTRY TRAINING,**
   Kathleen Stremel, M.Ed.
   Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma, and the State Department of Education.
   ***May 9-10, 1996* - Tulsa**

9. **MULTIPLE DISABILITIES / DEAF-BLIND REGISTRY TRAINING,**
   Ralf Schlosser, Ph.D.
   Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma, and the State Department of Education.
   ***June 6-7, 1996* - Oklahoma City**

10. **DEVELOPING INDIVIDUALIZED PROGRAMS FOR STUDENTS WITH DEAF-BLINDNESS AND MULTIPLE DISABILITIES**
    June Downing, Ph.D.
    Oklahoma Deaf-Blindness Project (OU) and the State Department of Education
    ***September 19, 1996* - Norman**

11. **MULTIPLE DISABILITIES / DEAFBLIND REGISTRY TRAINING,**
    Kathleen Stremel, M.Ed.
    Oklahoma Deaf-Blind Project (OU) and the State Department of Education
    ***February 10, 1997* - Oklahoma City**

12. **MULTIPLE DISABILITIES / DEAFBLIND REGISTRY TRAINING,**
    Kent Logan, Ph.D.
    Oklahoma Deaf-Blind Project (OU) and the State Department of Education
    ***February 11, 1997* - Oklahoma City**

13. **MULTIPLE DISABILITIES / DEAFBLIND REGISTRY TRAINING,**
    Oklahoma Resources / Multiple Speakers
    Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma and the State Department of Education
    ***March 3-4, 1997* - Oklahoma City**

14. **MULTIPLE DISABILITIES / DEAF-BLIND REGISTRY TRAINING COMMUNICATION SYSTEMS,**
    Kathleen Stremel, M.Ed.
    Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma, and the State Department of Education
    ***April 17, 1997* - Tulsa**

15. **MULTIPLE DISABILITIES / DEAF-BLIND REGISTRY TRAINING FUNCTIONAL ACADEMICS,**
    Kent Logan, Ph.D.
    Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma, and the State Department of Education
    ***April 18, 1997* - Tulsa**

16. **MULTIPLE DISABILITIES / DEAF-BLIND REGISTRY TRAINING,**
    Sandy Arnold, M.Ed. and Western Heights Peer Buddy Inclusion Project
    Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma, and the State Department of Education
    ***May 5, 1997* - Tulsa**
17. **MULTIPLE DISABILITIES / DEAF-BLIND REGISTRY TRAINING, State**

Resources Representatives, Assistive Technology, Deaf-Blind Project, Home and Community Based Waivered Services, and A Parent's Story
Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma, and the State Department of Education
May 6, 1997 **- Tulsa**

18. **MAKING THE MOST OF EARLY COMMUNICATION,**
Dr. Deborah Chen.
Oklahoma Deaf-Blind Project (OU) and the State Department of Education
June 17, 1997 **- Norman**

19. **FUNCTIONAL VISION AND HEARING ASSESSMENTS,**
John Mascia, M.Ed.
Oklahoma Deaf-Blind Project (OU) and the State Department of Education
September 19, 1997 **- Norman**

20. **USHER SYNDROME SCREENING AND TRAINING WORKSHOP,**
Joan Houghton, M.Ed.
Oklahoma Deaf-Blind Project (OU) and the State Department of Education
January 16, 1998 **- Norman**

21. **MULTIPLE DISABILITIES / DEAF-BLIND REGISTRY TRAINING PROGRAM PLANNING FOR STUDENTS WITH DEAF-BLINDNESS,**
June Downing, Ph.D.
Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma, and the State Department of Education
February 19, 1998 **- Oklahoma City**

22. **MULTIPLE DISABILITIES / DEAF-BLIND REGISTRY TRAINING MODIFYING CURRICULUM / COLLECTING DATA / PROGRAM ADJUSTMENTS**
June Downing, Ph.D.
Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma, and the State Department of Education
February 20, 1998 **Oklahoma City**

23. **MULTIPLE DISABILITIES / DEAF-BLIND REGISTRY TRAINING, State Resources Representatives, Assistive Technology, Deaf-Blind Project, Home and Community Based Waivered Services, and A Parent's Story**
Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma, and the State Department of Education
March 12, 1998 **- Oklahoma City**

24. **MULTIPLE DISABILITIES / DEAF-BLIND REGISTRY TRAINING, State Resources Representatives, Assistive Technology, Deaf-Blind Project, Home and Community Based Waivered Services, and A Parent's Story**
Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma, and the State Department of Education
March 13, 1998 **- Oklahoma City**

25. **MULTIPLE DISABILITIES / DEAF-BLIND REGISTRY TRAINING MODIFYING CURRICULUM / COLLECTING DATA / PROGRAM ADJUSTMENTS**
June Downing, Ph.D.
Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma, and the State Department of Education
***April 16, 1998* - Tulsa**

26. **MULTIPLE DISABILITIES / DEAF-BLIND REGISTRY TRAINING MODIFYING CURRICULUM / COLLECTING DATA / PROGRAM ADJUSTMENTS**
June Downing, Ph.D.
Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma, and the State Department of Education
***April 17, 1998* - Tulsa**

27. **MULTIPLE DISABILITIES / DEAF-BLIND REGISTRY TRAINING, State Resources Representatives, Assistive Technology, Deaf-Blind Project, Home and Community Based Waivered Services, and A Parent's Story Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma, and the State Department of Education**
***May 4, 1998* - Oklahoma City**

28. **MULTIPLE DISABILITIES / DEAF-BLIND REGISTRY TRAINING, State Resources Representatives, Assistive Technology, Deaf-Blind Project, Home and Community Based Waivered Services, and A Parent's Story**
Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma, and the State Department of Education
***May 5, 1998* - Oklahoma City**

29. **TEACHER / TEAM COLLABORATION FOR STUDENTS WITH DEAF-BLINDNESS,**
Richard Villa, Ph.D.
Oklahoma Deaf-Blind Project (OU) and the State Department of Education
***September 24, 1998* - Norman**

30. **FUNCTIONAL VISION & HEARING FOR INFANTS & TODDLERS WITH DEAF-BLINDNESS,**
Deborah Chen, Ph.D.
Oklahoma Deaf-Blind Project (OU) and the State Department of Education
***September 25, 1998* - Norman**

31. **MULTIPLE DISABILITIES / DEAF-BLIND REGISTRY TRAINING, State Resources Representatives, Assistive Technology, Deaf-Blind Project, Home and Community Based Waivered Services, and A Parent's Story**
Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma, and the State Department of Education
***Febuary 22 - 23, 1999* - Tulsa**

32. **MULTIPLE DISABILITIES / DEAF-BLIND REGISTRY TRAINING MODIFYING CURRICULUM / COLLECTING DATA / PROGRAM ADJUSTMENTS**
June Downing, Ph.D.
Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma, and the State Department of Education
***March 4 - 5, 1999* - Tulsa**

33. **MULTIPLE DISABILITIES / DEAF-BLIND REGISTRY TRAINING, State Resources Representatives, Assistive Technology, Deaf-Blind Project, Home and Community Based Waivered Services, and A Parent's Story**
Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma, and the State Department of Education
***March 29 - 30, 1999* - Oklahoma City**

34. **MULTIPLE DISABILITIES / DEAF-BLIND REGISTRY TRAINING MODIFYING CURRICULUM / COLLECTING DATA / PROGRAM ADJUSTMENTS**
June Downing, Ph.D.
Oklahoma Deaf-Blind Project (OU), University Affiliated Programs of Oklahoma, and the State Department of Education
***April 15 - 16, 1999* - Oklahoma City**

35. **CORTICAL VISUAL IMPAIRMENT (CVI): FROM DIAGNOSIS TO PROGRAMMING,**
Tanni Anthony, Ed.S.
Oklahoma Deaf-Blind Project (OU) and the State Department of Education
***September 21, 1999* - Norman**

36. **TRAINING FOR JOB COACHING FOR STUDENT WITH DEAF-BLINDNESS,**
Pat Faulkenberry, Employment Training Specialist, DDSD/Voc.Rehab./OU
Oklahoma Deaf-Blind Project (OU) and the State Department of Education
***September 22-23, 1999* - Norman**

⇨ ***Total number of "days" of Statewide Training = 46***

⇨ ***Total number "trained" at the Statewide workshops = 1414***

ADDITIONAL TRAININGS:

Project staff provided in-services trainings, in collaboration with other state agencies and school districts, to increase awareness of technical assistance and best practices in serving children and youth with deaf-blindness.

Early Intervention (6 times)	**78**
J.D. McCarty Center	**6**
Visual Services of Oklahoma	**30**
School Districts (this is in addition to TA - 7 sites)	**70**

Oklahoma School for the Deaf (3 times)	**19**
Home & Community Based Waivered Services	**8**

Total number trained at the additional workshops = 211

POSTER SESSIONS: **Project staff provided information, in collaboration with other state agencies and school districts, to increase knowledge of the Deaf-Blind Project and how to identify and access technical assistance.**

Pro-Oklahoma Parent Association	**3 years**
Oklahoma CEC	**3 years**
State Department of Education 5 Statewide Meetings	**800 est.**
TASH - Seattle, WA.	

GOAL 2: **To provide technical assistance to increase the number of programs providing improved service delivery to children and youth with deaf-blindness in the LRE.**

Student Files: **Each child on the Oklahoma Deaf-Blind TA Project's Census has an individual file with a contact sheet. Every contact to parents, student, and teams are recorded to document accountibility of technical assistance, training activities, and dissemination.**

Contact / TA / Activities	95-96	96-97	97-98	98-99	No-Cost 99-00	Total
Parent/School/Agency Updates	85	74	92	96	61	408
Parent/School/Agency Needs Assessments	85	74	92	96	61	408
Needs Assessments Returned to Project	36	42	48	56	60	242
Project Newsletter(4 written into grant)	1@450	2@510	1@565	0	0	2035
Training Workshops *(# of days)*	6	12	11	17	0	46
Numbers of persons at Training Workshops	269	439	368	338	0	1414
Dissemination of Information (written & videos)	119	28	101	35	49	332
Technical Assistance -written recommendations, on-site visits, & phone TA to parents, agencies, & educational team members	32	66	79	51	74	302
Student Profiles						44

- **Project Census has ranged from 119 to 157 during this Grant Award Period (10-1-95 to 9-30-99).**